Questions/Answers/Comments

- The PSD representative asked that the MoE clarify the definition of democracy education. The MoE responded that they are referring to the principle of "education for all".

- The PSD representative asked if the uniform curriculum can meet the different regional needs? The North, South, East and West have different cultural and linguistic backgrounds (Uzbek, Turkmeni, Noristani, and Baluchi).

  The MoE Chief of Training responded that there are only two officially accepted languages for the curriculum (Dari and Pashto). They cannot provide materials in every language and different ethnic group. (WFP later clarified in a side conversation that this policy follows current AIA political agreements).

- The MoE was asked to clarify the process and status of the development of a national unified curriculum. The Deputy Minister stated that there is a Steering Committee of professionals that are revising previous textbooks for primary and later secondary schools. Thus far, the MoE is satisfied with their work.
- The MoE clarified that the curriculum prepared through the work of the University of Nebraska at Omaha (UNO) is considered the official curriculum and the UNICEF materials are supplementary materials.

VIII. OTHER DONORS: UNICEF AND UNESCO. EDUCATION ACTIVITIES AND PLANS

A. UNICEF

UNICEF is planning to carry out a "Back to School" program with the Ministry of Education. The program will orient teachers on basic curriculum, provide textbooks and student and teacher materials. The expectation is to assist 1.5 million students and 60,000 teachers through 6 regional hubs (Kabul, Hirat, Mazar-I-Sharif, Faisabad, Jalalabad, and Kandahar). UNICEF will work with the MoE in all provinces. The UNICEF Back to School program includes the following aspects:

- Textbooks from the approved AIA MoE curriculum
- UNICEF basic competency curriculum for students in grades 1-6.
- Each student in grades 1-3 will receive 3 textbooks in Pashto or Dari (2 language and 1 math), pencils, eraser, sharpeners, and colored pens.
- Each student in grade 4-6 will receive 7 textbooks of Dari or Pashto (2 language, 1 math, 1 science, 1 social studies, 1 drawing, 1 basic competency) plus stationary kits.
- Teacher training and administration materials (guidebooks, attendance books, pens, files, basic competency guide text books in math and language)
- School materials such as Blackboards, Maps of Afghanistan and the world, white paper, BBC Storybooks, extra stationary and wall charts defining what students should know in each area.

Over 5,000 metric tons of materials are packaged in kits and are currently in Peshawar ready for distribution to the regional hubs. UNICEF is aware that they will not be able to reach all schools by the start of school on March 23, 2002. UNICEF is working with MoE provincial officials to organize distribution strategies with local communities and agencies.

The UNICEF education unit is finalizing a database of a rapid Afghanistan-wide school assessment. There are just a few technical issues with the database, but once these are cleared up, then a complete list can be provided of the number of schools, teachers, classrooms, breakdown by gender/language and the exact location of each school. A summary sheet is available as **Annex D**.

B. UNESCO

UNESCO and WFP have a history of collaboration in food-assisted education in recent years. For example, in Cambodia, WFP supported UNESCO literacy training programs. In .Burundi, UNESCO and WFP partnered for food for education programming. In Somalia, they worked together for food-for-teacher training and vocational training.

UNESCO and the MoE have plans for 6 education assistance programs in Afghanistan. The details are as follows:

1. Workshop for Training of Senior Trainers
   Objective:
   - To prepare/train a core group of resource persons/senior trainers.
   - Re-activation of Teacher Training Colleges.
   - Prepare Lead Trainers for training of Higher Teacher College Trainers.

   Target size: 70 (drawn from Kabul and regional Teacher Training Institutes).
   Duration/Venue: 2 weeks in Kabul
   Organizers: UNESCO and MoE

2. Training of Higher Teacher College Trainers
   Objectives: Prepare/Train Leader Trainers for training of 30,000 school teachers.
   Target size: 175
   Duration/venue: 2 weeks in Kabul
   Organizers: UNESCO and MoE

3. Training of Lead Trainers for Training of Head Teachers/Principals
   Objectives: Prepare/Train a group of Trainers for organizing courses for training of 500 principals/Head Teachers.
   Target size: 100
   Durations/venue: Kabul and regional centers
   Organizers: UNESCO and MoE

4. Workshops for Training of Head Teachers/Principals
   Objectives: Improve management and quality of education at primary schools.
   Target size: 500

Number of workshops: 10-15
Duration/venue: 2 weeks (7 zones – Kabul, Nangarhar, Kandahar, Herat, Mazar-e-Sharif, and Bamyan)
Organizers: MoE and UNESCO

5. Training of Teacher Trainers
   Objectives: Train/Prepare trainers for training of Primary Teachers.
   Target size: 3300
   Duration/venue: 2 weeks and regional centers
   Organizers: MoE with support from UNESCO

6. Training of Primary School Teachers
   Objectives: Equip teachers with skills for effective teaching in the classroom

   Improve/Enhance the knowledge base of teachers about the various subjects taught at the primary level.

   Target size: 30,000
   Number of workshops: 650-700
   Duration/venue: Provincial headquarters
   Organizers: MoE and Provincial Directorate of Education with UNESCO.

General Inputs by Partners
UNESCO
1. Travel Charges
2. Accommodation
3. Stationery
4. Refreshments

MoE
1. Administrative Support
2. Venue (buildings)
3. Technical Inputs by relevant officials

WFP request for support for training workshops: per trainee/trainer/resource person.
1. Wheat – 50 kg
2. Ghee – 10 kg
3. Sugar – 20 kg
4. Black tea leaves – ½ kg

IX. OVERVIEW OF THE WORLD FOOD PROGRAMME EMOP STRATEGY AND PLANS.

General Plans for Afghanistan
Ms. Arlene Mitchell opened remarks by indicating that WFP has usually had trouble securing funds for their programming in the past. Since September 11, 2002, donors have come forward with record setting pledges. Education support is on the forefront of priorities and therefore the onus is on WFP and its partners to come up with

effective plans. The total value of the EMOP (education plus other activities) is approx. $290 million.

WFP Program Director for Afghanistan, Ms. Pippa Bradford, opened her remarks by emphasizing the need for a reflection on the definition of recovery as it relates to Afghanistan. Afghanistan is recovering from 23 years of conflict. During the past 3 years, the aid community has been assisting to alleviate suffering caused by a severe continuous drought. This year the preliminary information shows that the drought conditions are likely to continue. It is imperative to understand that Afghanistan still is in a phase of emergency relief. WFP therefore has two separate strategies:

- Feeding people facing drought – an emergency relief not a recovery effort
- Provision of additional food for the recovery of the Afghan education system.

In coordination with the AIA, WFP will work in the following areas:

- Agriculture assistance;
- Improvement of infrastructure via food for work;
- Refugee returnee food assistance;
- Per the request of the AIA, provide civil servants with food as a temporary measure in the interim phase before salaries are provided;
- Food for Education.

WFP Emergency Food Assistance to Afghanistan – EMOP

Dr. Lisa Studdert, WFP Rome consultant, presented the EMOP – Emergency Food Assistance to Afghanistan- matrix for the audience. **(See Annex C).**

The EMOP has been constructed in response to the following aspects of Afghanistan's current situation:

- That the situation of education in Afghanistan is a "national emergency in every respect";
- Lack of public schools in most rural areas; those in district and urban areas are old, damaged or entirely destroyed;
- Not enough teachers overall;
- Poor pay rates mean many teachers hold second and third jobs;
- Large numbers of out-of-school, semi-literate and illiterate children, youth and adults;
- Gender disparity amongst those that were enrolled.

WFP also recognizes that education is a key area where women and girls will receive additional support. Education is also an important factor to stabilizing communities and an essential ingredient for long-term development.

The objective of WFP assistance in the education sector is to "enhance education opportunity, attendance and learning capacity of children, especially girls, in primary and secondary schools".

The EMOP is comprised of five components:

- Food for Work (School Construction and Bakeries)
- Food for Teacher Training

- Food for Work (for Teachers and Assistants)
- Food for Non-Formal Education (vocational training, etc)
- Food for School Children.

Food For Work

The objective is to build or rebuild 600 schools and establish 1500 bakeries to provide daily bread to schoolchildren. The beneficiary group consists of able-bodied Afghans to carry out the reconstruction efforts and bakery tasks. The planning numbers include 80,000 people assisted for building of schools and 20,000 women to establish 1500 bakeries. The ration is 5 kg wheat/day/person.

Food for Teacher Training

The objective is to support teacher training through MoE and NGO/PVO initiatives. The beneficiary group is new teacher trainees or teachers being retrained. The planning numbers are 50,000 trainees by December 2002. The ration is 50 kg wheat/month/trainee.

Food for Work: Salary Supplement for Teachers and Assistants

The objective is to ensure teacher's attendance; support status and self-esteem. The beneficiary group is teachers identified through partner organizations or through a special agreement with the MoE. The planning numbers are 50,000 teachers by December 2002. The food ration is 9 liters of oil/month.

Food for Non-Formal Education

The objective is to encourage enrollment and support participation in non-formal education. The beneficiary group is Afghans, particularly women and ex-combatants, receiving technical skills and literacy training. The planning numbers are 150,000 trainees by December 2002. The ration is 12.5 kg of wheat/month/trainee (assumes part-time training).

Food for Children: School Feeding

The objective is to alleviate short-term hunger and encourage enrollment, attendance and school performance. The beneficiary group is school children. The anticipated starting date is by April 2002 and the goal is 1 million children by December (equal numbers of girls and boys). The ration is 400 g bread/day/student (micronutrient-fortified flour) and 4.5 liters of oil/month for girls where warranted.

Importance and Impacts of Food-Assisted Education

Dr. Lisa Studdert reiterated the importance of school feeding and its impacts. She stated that school feeding impacts on enrollment, attendance, dropouts, school performance (arithmetic, reading, writing tests) and, in some cases, on nutritional status (growth, micronutrients, iron, vitamin A, iodine).

Dr. Studdert indicated that there are two economic factors associated with school feeding impacts. In the case of take-home food, the food has a replacement value of income otherwise earned for family. For at-school feeding, the food also is a replacement of family-income spent on feeding that particularly child. Additionally, the food alleviates short-term hunger (possibly indicative of long-term hunger and detracting from classroom contribution and capability).

Food Access
Within a "full" learning day, children need to eat, so how do they access food at school? If you look around the world, there are a number of ways and options:

- Children bring food from home to school (a "packed lunch")
- Children buy food at commercial rates in schools (canteen) or outside schools (local vendors or shops)
- Schools (individually or as a system) provide food on a free, subsidized or commercial (=canteen) basis
- A mix of the above or an evolution of the above

Of these options, if schools or school systems provide food then we know there are a number of features and characteristics that can support and strengthen such a process and set it up for a longer term policy and economic evolution. Such features and characteristics include:

- parental and community involvement in implementation and monitoring, thus establishing local ownership and the management structures to support this effort;
- some cost-recovery or in-kind contribution from families from the start that increases over time;
- government policy support and technical expertise.

Comments and Questions

- The Norwegian Afghan Council representative congratulated WFP for the programming of food for school reconstruction and teacher training. However, they would like to see food for orphanages and hospitals.

  WFP responded by clarifying that consideration would be given to orphanages or the like if there were non-formal education programming associated with the overall program assistance project.

- The Norwegian Afghan Council suggested that WFP should evaluate the Food for Education program that NAC currently is implementing so that lessons learned can be shared with others.

  An evaluation is planned for March/April 2002.

- Norwegian Afghan Council emphasized the need to look to link school feeding with long-term programming to counter potential dependency.

  WFP responded by stating there will always be dependency without education so we may have to recognize there will be a level of dependency for a period of time. WFP also responded that parental and community involvement brings "buy-in" and therefore food-assisted education is not entirely causing dependency.

- World Vision asked if there were a specific number of schools per province or district foreseen as a goal?

WFP responded by stating that the objective of the call for proposals is to solicit the knowledge and opinions of the NGO/PVOS regarding how many schools should or are ready to receive this type of assistance. The MoE will later clarify minimum standards during the course of the workshop.

- Save the Children asked WFP to clarify the criteria for where school feeding should take place; whether the school feeding component of the WFP program is a long-term program; if the bakeries are to be feeding and servicing the schools?

  WFP stated that they consider Afghanistan as in a state of a national emergency so all areas are considered priority areas. WFP indicated that they intend to seek initial funds for programs up to December 2002 however there is every expectation program funding support for these food-for-education activities, especially school feeding, will be sought for at least several years beyond this. . The resource level now is at a new high for Afghanistan. WFP has a strong presence and credibility in Afghanistan and there is a strong credibility surrounding WFP school-feeding performance around the world. Lastly, WFP clarified that the bakery goods are meant to both feed the schools and to serve as a micro-enterprise for the women's groups.

- A question was asked if WFP would pay costs for bakeries and what happens when WFP leaves?

  WFP responded that additional ingredients might be purchased and used by the bakery for more commercial, cost-recovery/profit oriented activities. In short, WFP will subsidize the program at the outset but not over the long term.

- CARE asked if proposals must include both bakery assistance and school construction assistance or if these programs can be separated?

  WFP clarified that proposals do not have to have both program components; organizations can include one or the other or both.

- CARE asked if the rations to be distributed are equivalent to market prices and if distribution could be conducted bi-monthly?

  WFP stated that they attempt to match market values with food rations. Yet, they noted that Afghanistan is in a volatile economic situation and prices may fluctuate.

  WFP noted that oil comes in 4.5 liter containers and that indeed the food/oil can be distributed according to organization's capabilities.

- A participant asked if there would be flexibility regarding take-home rations?

  WFP stated that take-home rations are only introduced when additional incentives are needed to get girls, orphans or child soldiers to school.

- CRS asserted that their experience in food-assisted education is the same as WFP. CRS then asked if cash resources would be made available as well?

  WFP clarified that a small amount of cash would be made available to each of the WFP regional centers but it is not a large component of the program.

- IRC asked if there are any requirements to ensure quality education is linked to food? There is a threat that schools might just pop up. They also asked if there are priority areas?

  WFP answered that there are MoE requirements that will be addressed in a later session. WFP emphasized that quality and minimum standards are the exclusive responsibility of the MoE. WFP wanted to clarify that no single NGO was required to implement the full EMOP package at every site. Proposals to WFP should be according to an NGO's interest, expertise and capacity according to programs however WFP would encourage and by happy to support a full complement of activities at each site. Lastly, WFP stated that they consider most of the country as food insecure and plan on starting areas where they can start the most quickly. WFP needs NGOs to inform them of where they are working currently. The conference facilitators have provided forms for this reason.

- The Norwegian Church Aid representative asked if the Ministry of Health was being brought into the process and reiterated her opinion that food for education can create dependency.

  WFP indicated that the Ministry of Education is the primary counterpart as schools are the best mechanism for distribution of food. They have not yet secured contacts with the MoH but recognize the importance of working with them as well.

- UNESCO asked if higher education support programs would be able to receive food assistance?

  WFP stated that they are not ruling out secondary school assistance but primary schools are the current priority. Yet, WFP recognizes that dropout rates increase at the higher levels, particularly for girls. Investment in adolescent girls education is good for both the girls and families. WFP has not closed the door to this type of assistance.

- The Swedish Committee for Afghanistan stated that if non-formal target numbers are approximately 150,000 and there would be a probable 30 persons per training group then they are looking at 5,000 groups over the next 10 months or approximately 500 groups. They asked if this was not overly ambitious and who was to organize this and who would be implementing these programs.

  WFP stated that PVOS/NGOs are urged to submit proposals to clarify what is realistic. The numbers highlighted the immense need for adult literacy training.

- A participant requested WFP's definition of non-formal education.

WFP stated that non-formal education includes literacy, numeracy, and vocational programs for all ages. WFP also clarified that any pre-school (nursery) that includes an educational component will be considered. What is not acceptable would be day care centers that do not offer education programming.

- UNICEF asked who will be conducting the monitoring and evaluation of school attendance and other aspects associated with school distribution?

  WFP stated that they no longer are doing education programs without baseline surveys. WFP would do a quick baseline survey according to WFP internal standards. WFP is shortening the baseline used in other countries for use in Afghanistan due to time constraints. WFP is expecting the PVO/NGOs to conduct monitoring and evaluation according to the baseline results. WFP is still developing their baseline study and will be offering training in monitoring and evaluation for the EMOP to implementing partners. They plan on having the baseline ready prior to food distribution. WFP is currently looking at M&E proposals, some of which include very sophisticated satellite technology.

- UNICEF stated that UNICEF, the Swedish, and UNESCO all have conducted extensive surveys and duplication should be avoided.

  WFP stated that it will make sure to utilize the UNICEF baseline to cross check WFP specific indicators. These indicators include food distribution levels; amounts distributed to teachers, students; number of teachers completing training courses.

- A participant asked if food assistance programs could be applied to reintegration programs for soldiers.

  WFP affirmed that food could be provided to soldier reintegration programs as long as it is part of a non-formal education program component.

- A participant asked if refugee programs could solicit food-assistance.

  WFP stated that resources are for in-country programs at this time but food assistance can be solicited for resettlement projects with educational components.

- A participant asked how the food distribution would affect markets. Is there a threat for market distortions?

  WFP stated that they have an interagency committee to review economic impacts. Yet, because the drought is so severe at this stage in Afghanistan, there is no threat for adverse affects on markets. WFP added that a recent assessment team from Tufts University has reported that the drought is so severe that there will not be enough water for humans and animals in some areas. Large-scale planting may not be what is needed in some areas due to this reason and it may be better to maybe have some humans go to urban areas so the water would be available to

livestock and their few caretakers. WFP clarified that this is not their view but one that WFP will study further.

- MoE again stated that they welcome the food-assisted education programming.

X. NGO PRESENTATIONS OF CURRENT ACTIVITIES

ACBAR

ACBAR is a coordination body for aid organizations working in Afghanistan. ACBAR was founded in 1988 and is comprised of 58 international and local Afghan organizations. ACBAR has several sector sub-committees that are open to all members and non-members. Originally based in Peshawar, ACBAR will move its offices in the Spring of 2002 to Kabul.

ACBAR objectives are the following:

- facilitate coordination between ACBAR member organizations
- facilitate a strong coordinated voice to influence development policy
- collect information relevant for Afghanistan aid assistance
- conduct research in key aid areas.

The Education Sub-Committee meets once a month.

SWABAC

SWABAC is a coordination body comprised of 51 NGOs working in Southwest Afghanistan. SWABAC covers 5 regions and has 9 sectoral working groups. Of all sector areas, the least amount of activities is in the area of education. Currently, the existing education activities of literacy campaigns, peace education and institutional strengthening (management, computer and administration training) are in the North, West and East of Afghanistan. Plans are underway to carry out these activities in the South and to expand into offering teacher-training and non-formal education activities as well.

Since 1998 (the first year of the drought), SWABAC members have worked with WFP in 6 provinces, including southern areas. Working with the department of Education, SWABAC has also carried out a survey of 74 schools in Kandahar. SWABAC has plans to work in non-formal education in Kandahar, Hilmand, Nimroz, Zabut, and Urozgan to assist 3,800 people.

CARE

CARE has three education strategic areas:

- provision of equity education (under the Taliban, 46% of participants were girls)
- quality Education
- community Capacity Building

As a strategy, CARE does not provide teacher salaries and depends on the support of created village education committees. As an example of the success of "buy in" from

Final Proceedings Report
AIA-NGO-WFP-CAII Workshop

Food and Education in the Reconstruction of Afghanistan

17-20 February 2002. Crown Plaza Hotel, Islamabad, Pakistan

I. INTRODUCTION

The civil war and desperate humanitarian situation in Afghanistan has severely limited human capacity development over the past 23 years. The human development indicators for Afghanistan are among the worst in the world, and the fighting has deprived more than a generation of even a basic education. There has never been a complete or accurate national census and estimates of key development indicators vary widely. According to best estimates in 1997, school enrollment was estimated at 34% in urban areas, and only 6 % in rural areas. The United Nations Development Programme (UNDP) reports the literacy rate in Afghanistan as the sixth lowest in the world, with only 4.7 % of females over 15 years old able to read.

While there should be no illusions that Afghanistan's educational system will be rehabilitated and modernized through anything but careful, culturally sensitive, long term efforts over many years, a rebirth of education, especially for women and girls, is already beginning through the efforts of the Afghan people themselves. These indigenous efforts are extremely important and must receive special attention in any effort to support and improve the state of education under the new Afghanistan Interim Authority (AIA).

To support and build on the indigenous early efforts to bring education back to life, PVOs and local Afghan NGOs that have continued to work "on the ground" in that country over many years currently offer the most logical avenue for initial external assistance in education. They have a continuity of experience, the credibility and the contacts. There is also, however, a recognition among these organizations that their own coordination and collaboration among themselves and with the AIA Ministry of Education (MoE) will be essential in the early steps towards effectively rehabilitating education in Afghanistan, as an overall emergency response mechanism involving supply of food takes shape.

Individual bi-lateral and multi-lateral donors have begun to unveil and initiate education support programs for 2002 and are looking to ensure effective coordination with other donors, their implementing partners and the AIA. WFP, building upon their recent emergency food distribution program, released their Emergency Operations Plan for Food-Assisted Education in early March 2002. UNICEF is set to start a "Back to School" program in mid March 2002 and UNESCO has an extensive series of teacher training workshops scheduled to commence in April 2002.

The workshop intends to address the need for the AIA, donors and PVO/NGOs to establish direct dialogue mechanisms in order to improve coordination for the new official school year to commence on March 22, 2002. The workshop was also designed to address the changed circumstances of PVO/NGO community that now

the communities, a local village education committee successfully confronted a Taliban Minister of Justice's attempt to close schools for girls. The community stated that the education of their schools was their right as they managed and paid for the schooling.

CARE currently has three education programs underway:

1. <u>Community Organized Primary Education (COPE)</u>
CARE has been working in Community Organized Primary Education (COPE) since 1994 in 7 provinces: Khost, Paktia, Paktika, Logar, Kabul, Wardak, and Ghazni. The target population is 31,000 students (50% girls), 7000 teachers and 1200 Village Education Committees (VEC) by the end of December 2002. CARE has received assistance for their COPE program from CIDA, EU and some private foundations.

2. <u>Female Teacher Training Project</u>
In coordination with the MoE, CARE has been training primary school teachers in Kabul. The target group is 35 core teacher trainers and 1860 teachers. The program started on February 1 and will continue through July 2002. Funding support is from DFID.

3. <u>Basic Education Project for Out of School Children</u>
CARE is carrying out this program for at least 1000 orphan girls, ages 9-19, and 40 teachers in Kabul districts 6,7, and 8. This program started on February 1 and will continue through October 2002. Funding support is from DFID. CARE plans to integrate the students into the public school system. With MoE approval, CARE developed a compressed curriculum. For students in grades 1-3, the program will cover 6 months. For students in grades 4-6, the program will cover 4 months.

CARE plans include:

- School construction programs
- Collaboration with the MoE and UNICEF "Back to School" Campaign in 7 provinces
- Additional teacher training for 1100 teachers

Norwegian Refugee Committee (NRC)
NRC has worked in Afghanistan since 1996. They have re-established a presence in the region in December 2001. The NRC mandate is to provide protection and human rights assistance to refugees, IDPs and returnees. The NRC core areas of work are:

- Emergency Education (teacher training, non-formal education, materials adaptation/production and monitoring)
- Food and Material Distribution
- Shelter and School Rehabilitation
- Information, Counseling and Legal Assistance
- Secondments
- Advocacy on Behalf of IDPs and Refugees.

Currently, they are providing counseling services to Afghan refugees in Peshawar, Pakistan in the Kurram Camp. Plans are to establish an office in Kabul shortly.

In education programming, NRC target groups are primary students between the ages of 10-13 years old and illiterate youth. NRC uses a methodology of psychosocial understanding in their teacher training programming and include elements of human rights and gender awareness.

NRC is currently in negotiations with WFP for the donation of 500-1000 trucks to the MoE for student transportation purposes.

Norwegian Afghan Committee (NAC)
NAC is conducting a Food For Education program with WFP in Badakshan.

Shuhada
Shuhada is a non-profit, non-political and non-governmental organization. It was established in 1989 at Quetta City in Pakistan for the welfare and progress of Afghan people residing outside and inside Afghanistan, with special emphasis on the empowerment of women and children. Shuhada works in the following sectors:

- Health
- Education
- Income Generation
- Construction
- Training
- Relief Distribution

In the area of education, Shuhada recognizes the primacy of education at all levels as fundamental to individual and community empowerment in general and the empowerment of women in particular.

The number of schools currently being administered by the Shuhada organization through offices in Hazarajat and Quetta City is as follows:

District	Province	# of schools	# of students	# of staff
Jaghori	Ghazni	21	10,192	438
Malistan	Ghazni	5	1,548	89
Qarabagh	Ghazni	4	1,124	59
Behsood	Wardak	5	1,983	78
Shahristan	Oruzgan	6	1,624	57
Quetta	Balochistan, Pakistan	3	1,741	67
Yakawlang*	Bamyan	5	966	34
Total		49	19,178	822
Shuhada Science Institute	Balochistan	1	80	18
Home girls schools	Kabul City	4 classes		
Night School for girls high school	Quetta	5 classes		

- The schools in Yakawlang remained closed during 2001. Data is from 2000.

Problems encountered in implementation includes the lack of accommodation for schools due to increased enrollment ratios; decrease in staff salary support by communities due to weakened economic conditions brought on by drought, and a lack of trained teachers and materials.

Shuhada receives support from NOVIB, Church World Service (CWS), Help Committee of Schaffhousen, Back to School Group (USA), UNICEF, Canada Fund, Solifonds, Women's Commission for Refugee Women and Children (WCRWC), World Bank Group, Dr. Qudratullah, WHO, and private donors.

Shuhada has approached WFP seeking support for Food for Work programming for the reconstruction of schools in Bamyan, Wardak, Ghazni, and Oruzgan.

Norwegian Church Aid

Norwegian Church Aid is currently partnered with 10 local NGOs. Their education programs focus on school reconstruction. They have a presence in Eastern, Central and Southern Afghanistan.

Swedish Committee for Afghanistan (SCA)

SCA has been involved in Afghanistan since 1980. In 1984, SCA added education to its portfolio of aid that previously included health assistance. Later on, SCA expanded to include agriculture assistance. As of August 2000, SCA has 22,000 associates of which 4,000 reside in Sweden. In Afghanistan, SCA has a Country Director, a Program Coordinator with Planning, Information/PR, Rural Engineering, Gender, Education, Health and Agriculture officers, an Administrative Coordinator with administrative, personnel and logistics officers, and a finance unit. Geographically, SCA has regional offices in the North, East, and South. SCA mainly operates in rural Afghanistan

SCA has 10 guiding principles:

- Poverty orientation
- Gender orientation
- Capacity building
- Community Participation
- Sustainability
- Quality orientation
- Environmental impact considerations
- Coordination and cooperation
- Neutrality and Peace Building
- Human Rights

The Education unit support areas are:

- Teacher Education – In-Service
- Primary Education Assistance
- Secondary Education Assistance
- Adult Education Assistance

School construction and repair are carried out by SCA's Engineering Unit. It works in close cooperation with the Education Unit and the regional education and engineering units.

The SCA education support structure is organized in the following manner:

- An Education Technical Support Unit in Peshawar supports regional education units in the 3 regional offices.
- Clusters of roughly 10 schools are supported by one school consultant operating out of regional offices.
- A total of 500 schools in rural Afghanistan supported by SCA.

Agha Khan/Focus

Agha Khan is a network of affiliate groups and associations. Agha Khan has been active in food delivery in the Northeast. Target areas include Baghlan and Badakshan. Plans for future education assistance include school reconstruction. In the region, Agha Khan has created an Agha Khan University in Karachi in collaboration with the University of Kabul.

Islamic Relief (UK)

Islamic Relief has solicited WFP assistance for food for education support in Kandahar. The program envisions the following outputs:

- School renovation for 40 schools
- Improvement of current curricula/teaching material for primary classes
- Assistance to Kandahar Education Directorate
- Support to reactivate examinations and certifications for grade 5 and 6
- Teacher training
- Community participation and management in education.

PSD

PSD, a Hazara NGO, was established in 1988 and started its activities in the two western districts of Ghazni province and then expanded to the northern provinces in 1993 and in the central highlands in 1994. PSD expanded its activities in Kandahar in late 1995. PSD had multi-sector operations in nine provinces of the country. One main project was the construction of the Bamyan-Dara-e-Souf road, which was completed in 1996. In May 1997, the Taliban authority seized office equipment, staff belongings, construction tools and trucks in Mazar-I-Sharif, Kandahar, Bamyan, and Shiberghan district. Since the seizure of PSD property, PSD has concentrated on education programming in Ghazni province. Services provided in this sector include:

- Development and revision of curriculum/textbooks (revision of religious bias and arithmetic examples that used Kalashinkovs or the killing of Russian soldiers)
- Teacher training

Plans for future activities include:

- Relocation of teacher training centers in Bamyan
- Creation of a temporary teacher training center in Kabul
- Reconstruction, teacher training, in-school feeding via partnerships with the WFP Food for education programs
- Literacy programs for 2000 female and male adults.

PSD plans to carry out these programs in the central highlands, as they believe it is the most wheat deficient area of the country. The region is also open to co-education (PSD currently operates a co-educational facility in Western Ghazni).

CHA (Coordination of Humanitarian Assistance)
CHA is a non-profit, non-sectarian and non-political organization. Its objective is to help in the development of Afghan society through cooperation in rehabilitation, reconstruction and sustainable social and economic advancement of the communities. CHA has a staff of 1100 and field offices in Herat, Farah, Ghor, Kabul, Kandahar, and Mazar-e-Sharif.

In achieving its objective, CHA has the following main goals:

- Assisting the poorest members of the communities and disabled persons by utilizing locally available natural and human resources with the communities through introduction of appropriate technology, poverty alleviation through sustainable economic growth. CHA regards equity as one of its top priorities, working against discrimination based on sex, ethnic, religious, linguistic and tribal differences.
- CHA is committed to encouraging active participation of women in the social and economic lives of society through targeted education and training.
- Traditional and historic arts and crafts have been part of the social values in Afghanistan and they will be revived and preserved as positive elements of the past, in guidance of the future generations.
- CHA utilizes qualified and trained expertise available locally as part of its efforts in using local human resources, thus preventing further loss of national experts through migration.
- CHA coordinates its activities with other like-minded organizations and institutions in order to facilitate exchange of information and experience.
- CHA seeks financial and professional assistance from individual supporters, institutions and governments in realization of its objectives, while safeguarding its sovereignty and independence. CHA is accountable to its partners through periodic reports and regular evaluations of its activities.
-

Sectoral Objectives

- Food and Environmental Security
  Assisting communities to reach food security directly through increased family income, protecting environment, development and extension of crops, upgrading technical knowledge of agro-forestry.
- Public Health Care
- Education and Training
  Areas include teacher-training, development of human resources (training of construction supervisors, middle management, fine arts and other vocational training), provision of primary education support and literacy for adults
- Rehabilitation and Development of Public Infrastructure
  Rehabilitation and development of roads, public buildings, water and sanitation, irrigation, micro-hydro plants.

CHA currently offers education and other sector assistance in the following provinces:

- Herat
- Farah
- Kandahar
- Kabul
- Ghor
- Logar
- Balkh
- Faryab

CHA plans to expand its services to include coverage in:

- Badghis
- Parwan
- Kapisa

After September 11, 2001, CHA reviewed its strategy and plans to expand its activities in education. Focus will be on primary schools in rural areas and CHA policy is to transition its assistance so that schools can be incorporated into the Ministry of Education. The number of targeted schools is 400. CHA plans to also hand over to the AIA the management of CHA-supported Faculty of Engineering in Herat.

IRC

IRC has been in Afghanistan for the last 20 years. Education programs are integrated into IRC assistance for reintegration of refugees. IRC supports 6,000 students and does not provide incentives for teachers. Future plans for education include:

- Increase in female enrollment
- Extended coverage for additional students
- Draw on lessons learned from its Pakistan program for primary and secondary teacher training programs
- Interest in food for education programs to increase interest, retention and enrollment.

World Vision

World Vision started its operations in the education and food sector recently. Their current activities include the following:

School Rehabilitation **School Feeding**	**Bagdhis** **-Qades** **-Qala-I-Naw** **Herat City**	**8,200 families**	**April 02 – March 03**	**WFP** **WV private funds**
Supplemental Feeding	**Baghis** **-Qades** **-Qala-I-Naw**	**25,000**	**Dec 01 – Dec 02**	**UNICEF** **Canada**

World Vision has undertaken a school survey in Baghis and another area and found that 50% of the buildings are totally damaged and 50% need repair. WFP plans to participate in food-assisted education programming with WFP.

Save the Children US

Save the Children US works in four sectors: Education, Health, Economic Opportunities and Humanitarian Response (Emergency and Children in crisis).

Currently, Save the Children is active in the following education activities and geographical areas:

Activity	Location	Time frame
Afghanistan Education		
Landmine Education program, including proposed integration in primary education	Kabul, proposed national	1996 - present
Child-Focused health education	Kabul, Andkhoy, Mazar	1999-present
Structured education activities for IDPs as they return to Shamali Valley	Kabul, Shamali	1998 - present
Nutrition education to accompany good distribution	Faryab and Sari-i-pul	2001-present
Assistance to Back to School Campaign and support for community-based primary education	Faryab, Sari-I-pul, Mazar	Planned and just beginning
Afghan Refugees		
Primary education and home based girls schools	Balochistan RVs Haripur/Ghazi RVs	1995-present
School health and nutrition education	Balochistan RVs	1999-present
Women's literacy	Balochistan, Hripur, Ghazi RVs	1995-present
Child focused health education	Same as above	1998-present
Early childhood development groups	Hariput/Ghazi RVs	2002 -
Assistance to self help schools	Quetta City	1999-present
Structured education and recreation for new arrivals	Same as above	2002-
Development of teacher training program	Balochistan Roghani camp	2002-
General		
Education for Afghans Initiative – advocacy		1997-2001

campaign		
Multi-agency curriculum and materials development (Basic Competencies of Learning and Essential Core Learning materials)		1998-2002
Box Libraries		1997-present
Reconstruction of schools		
6 primary schools	Kabul – Khairkhana and Arzan Qimat districts	To end by 9/30/02
2 primary schools	Sari-I-pul city	9/30/02
6 primary schools	Sari-I-pul	9/30/02
Teacher training college	Maimana town	same
6 primary schools	Faryab province - Belchiragh and Goziawan and other districts	same
10 schools	Shamali	12/02

CRS

CRS first was in Afghanistan in 1954. CRS has recently arrived in Afghanistan and plans on partnering with CoAr (Coordination of Afghan Relief) in the following provinces and districts:

- Kabul – Sharusiab, Paghman, Bagram
- Logar – Baraki, Dul-Alam
- Wardak – Chak, Jeghatu, S. Abad
- Ghazni – Zanakhar, Mogour, Nawa, Gilan
- Bamyan – Sighan, D-AbMichzarih
- Ghandak
- Herat
- Sari-I-Pul
- Mazar-e-Sharif

CRS has implemented food-assisted education in 13 countries. CRS believes that food is just one aspect of many important components of school assistance. Other areas within education assistance include: health information, gender awareness, teacher training, community mobilization for school management and rehabilitation. CRS's approach focuses on formation of clusters for school feeding and feeding by 10 am. Participatory schools must meet minimum standards in accordance with MoE guidelines and MOU agreements signed between communities and CRS. CRS finds the MOUs serve as a good leverage for school improvements. For example, if a community wants to remain in the program, infrastructure must improve or more women need to be included in parent teacher groups.

XI. RESULTS

The stated objective of the Workshop was to "establish partnering models, implementation principles, goals and modalities for food-aid related and other education

activities in Afghanistan during the emergency relief and reconstruction period." The workshop did meet its objective through the following results:

- The three players – WFP, NGOs, and Ministry of Education – agreed to replicate the model of the workshop at regional levels to ensure further refinement of implementation principles, goals and modalities of the WFP EMOP according to regional on-the-ground specific realities.
- WFP and the Ministry of Education were invited to join the monthly meetings of the umbrella groups, SWABAC and ACBAR, in order to prevent duplicative efforts of general education coordination mechanisms.
- Ministry of Education high-level officials became acutely aware of NGO and donor roles and specific activities. This workshop was the first time that the Deputy Minister of Education was brought face to face with the major development aid agency players in emergency relief and reconstruction.
- In addition to contributing to the Food for Education program, the Ministry of Education dialogue with NGOs led to other agreements to provide other specific forms of needed assistance. For example, the Norwegian Refugee Committee entered discussions to provide 500-1000 Norwegian military trucks for later use as converted buses.

As a policy model, this type of workshop may serve in future circumstances as well. To achieve a collaborative partnership, such as occurred in this workshop, a special set of circumstances and factors are required. The workshop was sponsored and funded in part by an organization (Creative Associates International) largely independent of the situation under discussion but also in partnership with a major 'player' with a significant incentive to see the workshop succeed; the World Food Programme.

The initiative to hold the workshop arose from some of the key NGO players in the Afghan context, organizations with "on-the-ground" experience in Afghanistan, who saw a need and who thus in a sense 'owned' a piece of the idea. Other major representatives then came together to discuss the idea and do the initial planning for the 'Workshop/Retreat'. These actors, (Arlene Mitchell of the World Food Programme; Charito Kruvant, President of Creative Associates; Sean Tate Educational Policy Specialist of the USAID-funded Basic Education and Policy Support (BEPS) Activity at Creative Associates; Seema Agarwahl-Harding of CRS; and Jim Hoxeng of USAID) from different perspectives saw the importance and the value of making the event happen. Creative Associates saw an opportunity to support a "policy formation dialogue"; the type of event that fitted neatly under the umbrella of the BEPS mechanism. Making such a policy dialogue happen successfully then required a quick response and a flurry of international coordination as well as trust. A skillful and talented facilitator managed, in spite of difficult and potentially divisive issues, to bring together the players to a common focus. Finally, and perhaps most important to this 'mix', was the participation of high-level education officials from Afghanistan as well as representatives of Afghan NGOs. Without them, the workshop would not have been truly effective and the collaboration now taking place would not be occurring.

XII. NEXT STEPS AND NEW BEGINNINGS

The "AIA-NGO-WFP-CAII Workshop", as with other events like it that may occur in the future, must not be regarded as an end in itself. It is just a beginning, and like all beginnings in difficult contexts, must be viewed as an important but fragile step to a better future. The "next steps" in this case are an immediate series of local level meetings in Afghanistan among World Food Programme and NGO representatives to bring further understanding of what must be done during the immediate future regarding food-assisted education.

There were, and there are, no easy answers in this process, but such policy formation dialogues can be of value and offer hope, as in this case for Afghanistan, of new beginnings.

must develop working relations with a greater range of international actors and most importantly with an internationally supported and viable host government.

II. BACKGROUND

A Brief History of NGO Involvement in Afghanistan

Afghans, dissatisfied with experiments in communism, had been arriving as refugees in Pakistan since 1973. With the Soviet invasion of 1979, the number of refugees began to reach newsworthy proportions. MSF (Doctors Without Borders) and similar NGOS specializing in provision of emergency medical aid, were the first to arrive, and they were soon followed by a variety of European and Islamic NGOs. In 1985, the establishment of the US government aid program brought American NGOs to the scene. During the 15 years that followed, Afghan NGOs became additional actors.[1]

In 1980, the NGOs abandoned the pretence of being non-political and stood staunchly against the Soviet invasion. Initially, they managed their cross-border aid delivery through *mujahedin* commanders to resistance-controlled areas. While the aid assisted the survival of target populations, it was fraught with a myriad of obstacles and corruption as there were only a few commanders genuinely committed to or logistically capable of channeling the aid. Frustrated by an inability to reach their intended beneficiaries, and showing the flexibility and innovation that being "free spirits who were relatively independent" allows, certain of these NGOs began to develop their own capacities to reach and serve communities and manage effective aid effectively.[2]

Large amounts of donor funds, approximately 250 million dollars from the US Government alone, were channeled into Afghanistan and to refugee camps in Pakistan between 1985-1989. This meant that serious NGOs were funded to the limit of their operational capacities. The number of Afghan-managed NGOs mushroomed. Whatever the realities of NGO aid provision inside Afghanistan in the 1980s (existence of some "briefcase NGOs"), many observers agree that it was chaotic.

In 1989, when the last Russian troops left Afghanistan, more NGOs began to set up permanent operations inside Afghanistan. NGO coordination bodies formed, ACBAR for Peshawar, Pakistan-based groups, and SWABAC, for Quetta, Pakistan-based groups. Due to outbreaks of fighting between *mujahedin* groups, NGOs curtailed plans to establish head offices in Afghanistan and settled for sub-offices. Travel between provinces and districts was dangerous and permission to implement programs was often a matter of which NGO could pay the most to the local commander for the privilege of work.[3]

The status of Afghanistan as a failed, fragmented or collapsed state, or a complex and/or institutional emergency continued under the reign of the Taliban in the 1990s. The UN continued to have operational and procedural difficulties in carrying out its

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[1] Ibid

[2] Antonio Donini, "The Bureaucracy and the Free Spirits: Stagnation and Innovation in Relationships Between the UN and NGOs", Third World Quarterly, Vol 16, No 3, 1995

[3] The Role and Importance of NGOs in Afghanistan, an ACBAR Study for the World Bank, Nov. 1999

ANNEXES

ANNEX A

Workshop Specific Agenda

AIA-NGO-WFP-CAII WORKSHOP

FOOD AND EDUCATION IN THE RECONSTRUCTION OF AFGHANISTAN

17-20 FEBRUARY 2002

CROWNE PLAZA HOTEL, ISLAMABAD.

PROGRAM OUTLINE

Sunday, 17 February

2.30pm Afternoon tea and gathering (Oak Room, Mezzanine Floor)

3.00pm Start

- Introductions and welcome from facilitator, Dr Nat Colletta
- Discussion of workshop program and objectives
- Identification and Discussion of Issues

5.30pm Break

7:00pm Dinner

Monday, 18 February

9.00am Background, Needs and Priorities- Afghan Interim Administration, Ministry of Education

10:30am Overview of donor and other education strategy, activities, and plans: UNICEF; UNESCO; Others

10:30am Tea and Coffee break

11:00am Overview of WFP – EMOP strategy, activities, and plans.

1:00 Buffet Lunch

2.00pm to 5:30pm* Introduction to NGO activities, plans, and coordination mechanisms (ACBAR and SWABAC)
and
NGO presentations and discussion of education sector activities and plans
(Mapping exercise)

*Afternoon tea at 3:30.

Tuesday, 19 February

9.00am Break out group exercise for integrating AIA, NGO, Donor Activities and plans with the WFP-EMOP strategy and resources

1:00pm Buffet Lunch

2.00pm Discussion of policy and operational issues raised in break out planning sessions.

4:00	Discussion of next steps and beyond
5:00	Preparation of workshop findings for Wednesday presentation to the donor, bilateral and multilateral community.
	Distribution of workshop evaluation forms

*Afternoon Tea at 3:30

Wednesday, 20 February

9.00am	Presentation to donors
10.30am	Morning Tea Break
11.00am	Closing and final remarks
1:00pm	Buffet Lunch
2.00pm	Continue discussion of 'where to from here'
3:30pm	Closing and Afternoon Tea and Close

PLEASE NOTE SOME DETAILS MAY CHANGE.

Annex B: List of Participants

NGO-WFP Food for Education participants contact list:

Organization Name	Contact/Invitee name	Email (1)	Email (2)	Phone	Fax
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SWABAC	***Eng. Mohammad Dawwod (coordinator)***	Swabac@qta.infolink.net.pk	daudd@hotmail.com	92-081-442525 (Quetta) 03814518154 (mobile) 93-3-210080 (Kandahar)	92-081-449713 (Quetta)
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Agha Khan/Focus	**Marilyn Blaeser**	Marilyn.blaeser@akdn.ch		41-22-909	41-22-909-72-91

Annex C: The Emergency Operations Plan (EMOP) of the World Food Programme: A Synopsis.

WFP AFGHANISTAN: FOOD FOR EDUCATION

EMOP (APRIL-DECEMBER 2002)

Activity	Objectives	Beneficiary Group	Planning Numbers	Ration	Geographic Area To Be Covered
Food for Children	Alleviate short-term hunger and encourage enrollment, attendance and school performance.	School children at mainly the primary level.	180,000 boys + 180,000 girls by April 500,000 girls + 500,000 boys by December	400g bread/day/student (enriched flour) as a nutritional supplement + 4.5 litres (=5kg) oil/month for girls as economic incentive	1) Chronic food deficit areas e.g.: Central Highlands; Badakhshan 2) Areas where girls' access to education is issue.
Food for Work (for teachers and assistants)	Ensure teachers' attendance, support teacher's status and self-esteem.	Teachers linked to a partner organization or through an agreement with the Ministry of Education.	10,000 teachers by April 50,000 teachers by December	9 litres (=10kg) oil/month	Nationwide
Food for Teacher Training	Support teacher training linked to UNICEF and UNESCO's materials and the distribution of basic competency materials.	New teacher trainees or teachers being retrained.	10,000 trainees by April 50,000 trainees by December	50 kg wheat/month/person	Nationwide

Activity	Objectives	Beneficiary Group	Planning Numbers	Ration	Geographic Area To Be Covered
Food for Non-Formal Education	Encourage enrolment in non-formal education.	Those Afghans, women and ex-combatants in particular, receiving technical skills and literacy training.	25,000 trainees by April 150,000 trainees by December	12.5 Kg wheat/month/person in part-time training.	Nationwide
Food for Work (for school construction and school-associated bakeries)	Build or rebuild 600 schools and establish 1,500 bakeries to provide daily bread to school-children.	Able-bodied Afghans.	80,000 people for building schools and 20,000 women to establish 1,500 bakeries	5 kg wheat/day/person	Nationwide

ANNEX D

UNICEF SUMMARY STATISTICS: TEACHERS, STUDENTS AND SCHOOLS, BY PROVINCE

Name of Province	Number of Teachers	Number of Students	Number of Schools
HERAT	**5,537**	**173,428**	**433**
1 Farah	684	20,247	63
2 Heart	4,009	130,490	270
3 Bagdhis	544	13,691	70
4 Ghor	300	9,000	30
KANDAHAR	**4,188**	**143,756**	**569**
5 Kandahar	1,299	54,623	165
6 Helmand	1,231	37,225	159
7 Zabul	804	23,516	106
8 Nimroz	334	14,421	35
9 Uruzgan	520	13,971	104
MAZAR	**16,186**	**396,911**	**1,094**
10 Balkh	3,909	85,199	136
11 Samangan	1,061	17,688	72
12 Suripul	486	20,862	121
13 Jawzjan	2,344	52,147	141
14 Faryab	1,814	25,121	110
15 Baghlan	2,765	80,986	167
16 Kunduz	1,493	54,316	138
17 Takhar	2,314	60,592	209
KABUL	**18,312**	**683,465**	**1,321**
18 Baghlan	91	2,038	9
19 Bamyan	1,035	27,783	128
20 Ghazni	715	84,367	241
21 Kabul	12,000	300,000	160
22 Kapisa	59	21,001	53
23 Khost	678	26,650	98
24 Logar	1,184	54,120	95
25 Paktika	546	18,037	87
26 Paktya	441	28,952	66
27 Parwan	28	65,229	207

mandated role to work with the central and recognized government. NGOs filled the gap as they represented the only realistic and available channel for funds. Consequently, NGOs took on quasi-governmental roles, particularly in the provision of health and educational services, but also in the provision of large-scale water supply and agricultural assistance.[4]

III. WORKSHOP OBJECTIVE, PARTICIPANTS AND ORGANIZERS.

A. Objective

The objective of the PVO/NGO-WFP-CAII Workshop was to:

- establish partnering models, implementation principles, goals and modalities for food-aid related and other education activities in Afghanistan during the emergency relief and reconstruction period.

B. Participants

A total of 19 organizations (14 international PVOs and 5 local Afghan NGOs) joined representatives of the Afghanistan Interim Administration Ministry of Education and the donor community (including bilateral and multilateral development agencies) for a three-day workshop held in Islamabad during 17-20 February 2002.

Deputy Minister of Education, Mr. Moien Marastyal, and Chief of Teacher Training, Mr. Abdul Jabar, represented the Afghanistan Interim Administration's (AIA) Ministry of Education (MoE).

The local Afghan NGO representatives included:

- CHA (Coordination of Humanitarian Assistance)
- PSD (Partners for Social Development)
- Shuhada
- SWABAC (South West Afghanistan Baluchistan Association for Coordination) – an umbrella group comprised of 50 international and national agencies, PVO and NGOs operating out of Quetta, Pakistan.
- ACBAR (Agency Coordinating Body for Afghan Relief) – an umbrella group of agencies, PVOs and NGOs operating out of Peshawar, Pakistan. Due to unforeseen constraints, ACBAR was unable to send a specific representative of its education sub-committee but was represented by participating members.

The international PVO representatives included:

- ADRA (Adventist Development and Relief Agency)
- Agha Khan/Focus
- Catholic Relief Services
- CARE (Kabul)
- Goal (Ireland) (present during the final day of the workshop)
- GTZ – Basic Education for Afghan Refugees
- IRC
- Islamic Relief (UK)
- Save the Children (USA)

[4] The Role and Importance of NGOs in Afghanistan, An ACBAR Study for the World Bank, Nov. 1999

Name of Province	Number of Teachers	Number of Students	Number of Schools
28 Wardak	1,535	55,288	177
JALALABAD	**7,030**	**224,488**	**935**
29 Laghman	1,321	42,723	163
30 Kunar	1,569	49,091	331
31 Nuristan	216	7,245	31
32 Nanghahar	3,924	125,429	410
FAIZABAD	**2,632**	**82,321**	**241**
33 Badakshan	2,632	82,321	241
TOTAL	**53,885**	**1,704,369**	**4,593**

Note 33 Provinces, as Kabul has one additional province (recently)

ANNEX E

UNITED NATIONS' WORLD FOOD PROGRAMME & MINISTRY OF EDUCATION OF THE AFGHAN INTERIM ADMINISTRATION

MEMORANDUM OF UNDERSTANDING

1. Introduction

This Memorandum of Understanding (MoU) is between:

A. The United Nations' World Food Programme (WFP), Afghanistan Country Office; and
B. The Ministry of Education (MoE) of the Afghan Interim Administration.

2. Objectives and scope of WFP supported activity

2.1 This MoU outlines the objectives, scope and principles of cooperation between the WFP and the MoE of the Afghan Interim Administration (AIA) regarding the Food for Education initiative within the WFP Emergency Operation (EMOP) 10155.0 for Afghanistan to operate from 1 April to 31 December 2002.

2.2 The overall objective of the Food for Education activity supported under the WFP EMOP is to enhance education opportunities for Afghans, especially children, women and girls.

2.3 There are five areas in the education sector that have been identified by WFP and the MoE as being usefully supported by food aid and in critical need of attention during the relief and reconstruction phase of Afghanistan's development. These are:

- food for children at school (school feeding);
- food to supplement teachers' salaries;
- food for teacher training;
- food for non-formal education; and,
- food for work for school and bakery construction (bakeries as needed for school feeding).

The individual objectives, target groups, planning numbers and proposed rations for each of these activities are outlined in Attachment 1 to this Memorandum.

2.4 WFP will only support activities that are consistent with the basic principles outlined below and that in consultation with the Ministry of Education are deemed to be of high quality and likely of success in meeting stated objectives.

2.5 With the proviso that food resources are committed to WFP by the international community, resources will be made available during the period from March to December 2002.

3. Basic principles

3.1 WFP education focal point program officers at all WFP Afghanistan offices will establish and maintain relations with Ministry of Education officials including regular consultations on all aspects of this Food for Education initiative.

3.2 All project proposals submitted to WFP by potential implementing partners (recognized Afghan and/or international non-government organizations) will be reviewed and considered in collaboration with local Ministry of Education officials.

3.3 All WFP supported activities should be consistent with other MoE supported education initiatives including UNICEF's basic education activities that provide for the dissemination of basic learning materials and MoE-approved competency-based teaching materials.

3.4 WFP support will only be provided to schools utilizing MoE-approved curriculum (as facilitated by MoE-approved textbooks) and teacher-hiring practices consistent with MoE policy.

3.5 WFP and the MoE will meet regularly to review progress with the Food for Education initiative and discuss specific issues of concern to either party. WFP will provide regular written reports to the Minister on activities and on the regular consultations being held with Ministry officials throughout the country.

3.6 The MoE and WFP will plan and undertake joint monitoring activities.

3.7 The MoE should provide reports to WFP of areas and sectors they identify to be in need of attention and on any other issues of concern in relation to WFP-supported activities.

3.8 WFP support will not be provided for any activities that promote a specific religious belief or partisan political view.

4. General conditions

4.1 This terms and provisions of this understanding may be modified by mutual agreement at any time through an exchange of letters.

4.2 Subsequent to this understanding, the WFP and MoE may agree to further MoUs or agreements for specific operations or activities involving both parties in implementing aspects of this Food for Education initiative.

Signed:

For the World Food Programme:	For the Ministry of Education:
....	....
Name: Mr Burkard W. Oberle	Name:
Title: Country Director, WFP Afghanistan	Title:
Date: XX March 2002	Date: XX March 2002

ATTACHMENT 1.

THE FIVE COMPONENTS OF THE FOOD FOR EDUCATION INITIATIVE:

1. **Food for children at school (school feeding).**
Objective: to alleviate short-term hunger and encourage enrollment, attendance and school performance.
Beneficiary Group: school students at mainly the primary level.
Planning Numbers: WFP will seek resources to provide 1 million children with a daily bread ration by December 2002.
Ration: 400g bread/day/student from micronutrient fortified wheat flour; and, 4.5 litres of oil/month/girl where this is recognized as a useful mechanism for attracting and keeping girls in school.
Coverage: Nationwide.

2. **Food for supplementing teachers' salaries.**
Objective: to ensure teachers' attendance and support status and self esteem.
Beneficiary Group: teachers linked to a partner organization or through an agreement with the Ministry of Education.
Planning Numbers: WFP will seek resources to provide support to up to 50,000 teachers by December 2002.
Ration: 9 litres of oil/month
Coverage: Nationwide.

3. **Food for teacher training.**
Objective: to support teacher training.
Beneficiary Group: new teachers trainees or teachers being retrained.
Planning Numbers: WFP will seek resources to provide support for up to 50,000 trainees by December 2002.
Ration: 50kg wheat/month/person.
Coverage: Nationwide.

4. **Food for non-formal education.**
Objective: to encourage enrolment in non-formal education providing vocational skills and/or basic literacy and numeracy training.
Beneficiary Group: Afghans, especially women and ex-combatants, needing skills training.
Planning Numbers: WFP will seek resources to provide support for up to 150,000 trainees by December 2002.
Ration: 12.5kg/month/trainee.
Coverage: Nationwide.

5. **Food for work for school and bakery construction.**
   Objective: to build or rebuild 600 schools and establish up to 1,500 bakeries to provide daily bread to school-children.
   Beneficiary Group: Able-bodied Afghans.
   Planning Numbers: WFP will seek resources to pay up to 80,000 people for building schools and/or bakeries and up to 20,000 women to work in up to 1,500 bakeries.
   Ration: 5kg/wheat/day/person.
   Coverage: Nationwide.

- Swedish Committee for Afghanistan
- Norwegian Afghan Committee
- Norwegian Church Aid
- Norwegian Refugee Committee
- World Vision (Japan) and representing Japanese consortium of NGOs
- World Vision (Herat)

The donor, bilateral and multilateral representatives included:

- CIDA/PSU
- DFID
- GTZ Berlin and Islamabad
- Embassy of Sweden
- UNESCO
- UNICEF Afghanistan
- UNICEF representative of a multi-donor and multi sector education assessment team
- USAID/OFDA
- WFP Rome, WFP Afghanistan* including from Afghanistan area offices (Kabul, Hirat, Faizabad, Jalabad, Kandahar), and WFP Islamabad.

  *WFP Afghanistan's country office is temporarily located in Islamabad.

C. Organizers

Creative Associates International Inc. (CAII), through its USAID-funded Basic Education Policy Support (BEPS) activity, teamed with the World Food Programme (WFP) to conduct the three-day Food and Education Workshop for Afghanistan Reconstruction. CAII provided the accommodation for 20 participants, logistic and organizational support, a conference facilitator, Dr. Nat Colletta, and is responsible for the final report and evaluation. WFP selected and invited the participants, provided accommodation for select participants, covered registration and conference fees, local administrative support, local and international travel support and costs for select NGO representatives. Initial conceptual support for the conference came from Catholic Relief Services, CARE, Save the Children USA, World Vision, ADRA and WFP Rome.

IV. WORKSHOP TOPICS FOR DISCUSSION/ PROPOSED AGENDA.

A. Key Topics for Discussion

- Background and Needs/Priorities – AIA/MoE;
- Review of Relevant Food-Assisted Education, Education and/or Nutrition activities in Afghanistan and elsewhere:
  - Key lessons learned from NGO/PVO experience
- The Donor Perspective:
  - UNICEF (Back to School Program);
  - UNESCO (Teacher Training and other initiatives); and
  - WFP (Operating and Food Security Conditions);
- Presentation of WFP Emergency Operations Plan (EMOP):

   - Focus on Food for Education components including objectives, guidelines, criteria, etc;
- Discussion of partnership arrangements and programmatic integration of education, including food-assisted education and beyond.

B. Specific Agenda
Please see Annex A

V. WORKSHOP DISCUSSION: THE OBJECTIVE AND THE PROGRAM AGENDA.

A. Welcome and Introduction
After an initial welcome and brief introduction to the workshop objectives, Dr. Nat Colletta introduced His Excellency Moien Marastyal, the AIA Deputy Minister of Education, and Mr. Jabar Nazir, the AIA MoE Chief of Teacher Training.

In his brief address, the Deputy Minister stated that Afghanistan's system of education was destroyed during the Soviet invasion and remained in a state of ruins until December 22, 2001 when the AIA was established. He stated that the AIA welcomes the opportunity to outline its problems and needs and how the PVO and NGO community can help the MoE. Mr. Nazir followed with a brief history of education in Afghanistan and also welcomed the opportunity to address the obstacles the MoE faces. Mr. Nazir stated that during the previous century, Afghanistan was cut off from the rest of the world until the reign of the former King. Under the King, primary and intermediate schools were promoted. He signaled that since the Soviet invasion, every field of life has been badly damaged due to the conflict perpetuated over the past two decades. Mr. Jabar said the MoE is pleased to have donors and countries standing by Afghanistan. He ended his remarks by stating that Afghans and others easily express the current problems but encouraged all to work to find viable solutions.

The AIA MoE remarks were followed by brief introductions by all the participants.

B. Discussion of Workshop Objective and Program
(1) Objective
In response to a concern by Save the Children US that the objective to better coordinate education related programming would be duplicative of current mechanisms, Arlene Mitchell, WFP Chief of the Feeding Support Unit in Rome, outlined the history behind the organization of the three-day workshop. She stated that the origin of this idea to hold a workshop on food and education was born by email exchanges between a few US NGOs (Catholic Relief Services, CARE, among others) and WFP. She stated that these NGOs did not want to focus on food-assisted education exclusively but also wanted to address long-term needs with the Ministry of Education and more specifically address what needs to happen after the emergency food aid transition. She indicated that WFP does not intend or want to duplicate existing education coordination mechanisms (ACBAR and SWABAC education sub-committees). WFP's main focus is to explore how to best work together with food aid as a tool for education. More specifically, WFP wants to discuss the content of and methods to partner for the soon-to-be released World Food Programme EMOP, which is planned to cover the period of April to December 2002. However, WFP

understands that their main issue of food education clearly needs to be placed in an overall context.

Ms. Mitchell indicated the need to address methods for two main sub objectives:

- Filling the gap between the education authority and PVOs and NGOs to clarify how food is distributed, how to find students, and identify correct mechanisms;
- How to bridge emergency food-assisted education with the long-term education of MoE objectives.

The IRC representative stated that there has been good coordination in education (and in general) for the past 7 years and it will be important that the PVO/NGO/Donor community does not derail the current coordination mechanisms. It will be important that this process feeds into the advancement of the existing mechanisms (ACBAR and SWABAC).

The CRS representative requested that the conference address what food can be expected to do for education and what is cannot do. He indicated that there seems to be a wide variance of understanding of what food can and cannot do for education programming.

(2) Workshop Program

After agreement was reached on the aforementioned points, facilitator Nat Colletta presented an overview of the revised agenda for the participants' consideration. The remainder of the opening Sunday afternoon would include a discussion on issues/concerns related to food-assisted education. The first full day of the conference would include a presentation by the AIA Ministry of Education on the needs and priorities; a review of relevant food-assisted education/general education programming and key lessons learned by donors UNICEF and UNESCO; a presentation of the WFP EMOP; current activity presentations by participants; discussion of partnership arrangements and program integration on education including food-assisted education; and presentation to the donors of workshop findings.

A clarification on the desired content of the donor presentation resulted in the following scope:

- Are we at a point in partnerships on food-related education programs?
- Are we at an impasse with WFP and NGOs on the EMOP?
- Presentation of NGO activities and MoE priorities.
- Summary of meeting results.

A request was made to the MoE that the priorities listed would be conducted by region.

VI. REVIEW OF THE RELEVANCE OF FOOD-ASSISTED EDUCATION IN AFGHANISTAN: KEY LESSONS FROM THE NGO/PVO EXPERIENCE.

In response to the request to discuss concerns and issues of food-assisted education programming, the facilitator opened a brainstorming session to list the main issues and concerns of related to this topic. The group noted the following points and needs for further discussion:

- Food for Education is not just confined to school feeding. Food for Education also includes Food for Work - reconstruction of schools (WFP).
- There is a need for Food for Work that addresses school teachers, school cleaning staff and street cleaning staff (MoE).
- Problem with the concept of food as an incentive for education – there is no need in Afghanistan to provide incentives for students to come to school (as they are already motivated to attend) and food compensation for teachers does not address the critical issue of provision of a sustainable salary (Swedish Committee for Afghanistan).
- Food education programs have already been conducted by WFP in Afghanistan. In 1999, WFP assisted schools in the Northern Alliance region. (WFP Jalalabad)
- There are no salaries or plans for quick provisions of salaries in Jalalabad. The driving factor to provide food for work to teachers is to provide food in and of itself and not as an incentive. There is no hope for any other source for salaries. Children and adults are suffering and require food for survival. There is widespread evidence of stunted growth. (WFP Jalalabad).
- There is a danger that food will be sold for cash.
- Early marriage of young girls is prevented by the provision of food to schools. Since the girls are guaranteed food at school, they are not married off early to avoid having to feed another mouth. (WFP Jalalabad).
- Afghanistan faces emergency measures and not all of food-for-education measures are meant for long- term development programming.
- Families are not able to provide clothes/supplies to their children for school so they do not send them to school unless there is food assistance (MoE, Chief of Teacher Training).
- Children will be able to sell half of their portions of take-home food which will allow the children and family to have money for transport and other family needs (MoE, Chief of Teacher Training).
- Due to the severe drought problems, food-for-education will minimize the problems of drought.
- Food-assisted education is important as the food helps to provide needed energy to increase children's attention spans for improved learning. (WFP Islamabad)
- What are plans for the long term? (Norwegian Afghan Committee).
- Long and short-term plans were considered at Bonn. The priority for the MoE is to concentrate on the short-term first five-year plan. (MoE, Chief of Teacher Training).
- Long-term planning is a school finance issue that addresses the capability of a country to raise revenue and how to change revenue over to state expenditures for schooling. This issue is not within the scope of the PVO/NGO community.

There is now a need to focus on early needs so Afghanistan can later move on to larger development issues. (Facilitator Nat Colleta).

- Request for clarification on WFP priority to promote girls education. WFP and UNICEF have previously restricted assistance to boys schools if there was not a girls school in the community. Concern that since some families will not send girls to school that there will not be needed aid for boys schools in some communities. (SWABAC).
- The concern of alienating some boys schools brings up the issue of establishing target areas as WFP supported projects cannot cover all of the country. (WFP Jalalabad).
- According to the mandate of WFP and the UN Secretary General, fifty percent of the resources must be directed to girls education but this does not exclude assistance to boys schools. There are good reasons to invest in girls education (educating girls translates into educating families) and more information on this issue can be provided in a handout. (WFP Rome).
- Food-assisted education in areas where parental interest is low for girls education can increase community participation. (CRS).
- Concern that food-assisted education in areas where interest in schooling is already high may alter attendance resulting in overcrowding. (Norwegian Church Aid).
- Suggestion that overcrowding may happen in the short term but over time overcrowding reduces. (CRS)
- There is little dispute that feeding in school improves enrollment, attendance, decreases drop out, reduces attention disorders and improves some performance levels. (WFP Rome)
- Girls' education and take-home rations can have additional benefits to family living. An investment of just one year of schooling for girls positively affects family health, nutrition and welfare. (WFP Rome)
- There is a need to clarify the definition of school feeding. School feeding may include a pre-school snack, or a mid morning snack, or a cold or hot lunch, dinner, and a new phenomena of take home rations to be provided to the family. The take home ration is intended to substitute a family's need for children to stay home to work. The food offsets costs for families. (WFP Rome)
- The need to have food provisions in schools in not exclusive to the Afghan experience. Boarding schools around the world include all three provisions of food – breakfast, lunch and dinner. Students need food to learn and survive. (WFP Rome)
- In school feeding, lessons learned point to the need to provide food to students earlier in the day as it better helps learning throughout the day. (WFP Rome)
- Food in schools for girls' education also helps to increase parental involvement. When girls go to school, families tend to get more involved. (CRS)
- Food-assisted education, however, has not yet yielded definitive proof that students' overall nutritional status is improved. Even if fortified food is provided, the fortified food by itself is not able to immediately improve nutrition. Factors such as intestinal parasites, contaminated water, walking distances to school, and levels of home food sources affect overall nutritional status. (WFP Rome)
- It is important to also think of the overall package of education assistance (eg. curriculum and materials). How assistance is conducted now to help must lead to long-term sustainable system of education. (Norwegian Afghan Committee)

VII. BACKGROUND, NEEDS AND PRIORITIES: AFGHANISTAN INTERIM ADMINISTRATION, MINISTRY OF EDUCATION.

A. Priority AIA Education Principle

The Ministry of Education officials noted that the MoE will be operating under the guiding principle of providing "Education for All". Education for girls and boys is their number one priority. The immediate target ages will be grades 1-6.

B. Needs

The Chief of Teacher Training, Mr. Jabal, outlined the following immediate needs:

1) Reconstruction of Schools
   - Of the 4,000 MoE schools in the country, there is a need to completely reconstruct destroyed schools and repair badly damaged schools. He cited the cost to be approximately $570 million dollars.
   - Reconstruction of 14 dormitories for graduate school students at an approximate cost of $90,000 USD and other teacher training dormitories.
2) Teacher Training
   - Recruitment of teachers and teacher training
3) School Materials
   - Curriculum assistance, texts, teacher and student supplies
4) Other Assistance
   - Proposals are needed to address education aspects other than formal education such as information technology, non-formal education, democracy education and decentralized means of administration of programs (including immediate assistance to distribute materials to provinces and district levels)
   - Literacy campaigns for adults and children.
   - Transportation assistance for students. Girls are frequently not permitted to travel alone (without a family member) to school. School transportation would help increase girls' attendance.

The Deputy Minister of Education, Mr. Marastyal, added that approximately 50% of the 4,000 MoE schools are destroyed and 50% of the others are heavily or partially damaged due to two decades of war. As an example of the staged destruction, schools that were reconstructed after damage during the Soviet invasion were later burned and damaged again when the Soviets were defeated as schools were thought to be the source of communist ideology. He later added that there has not been a uniform curriculum for the past 23 years. For example, he stated that from 1992-1996, every political group had its own education system according to their own political views. In 1996, the Taliban turned schools into extreme religious centers.

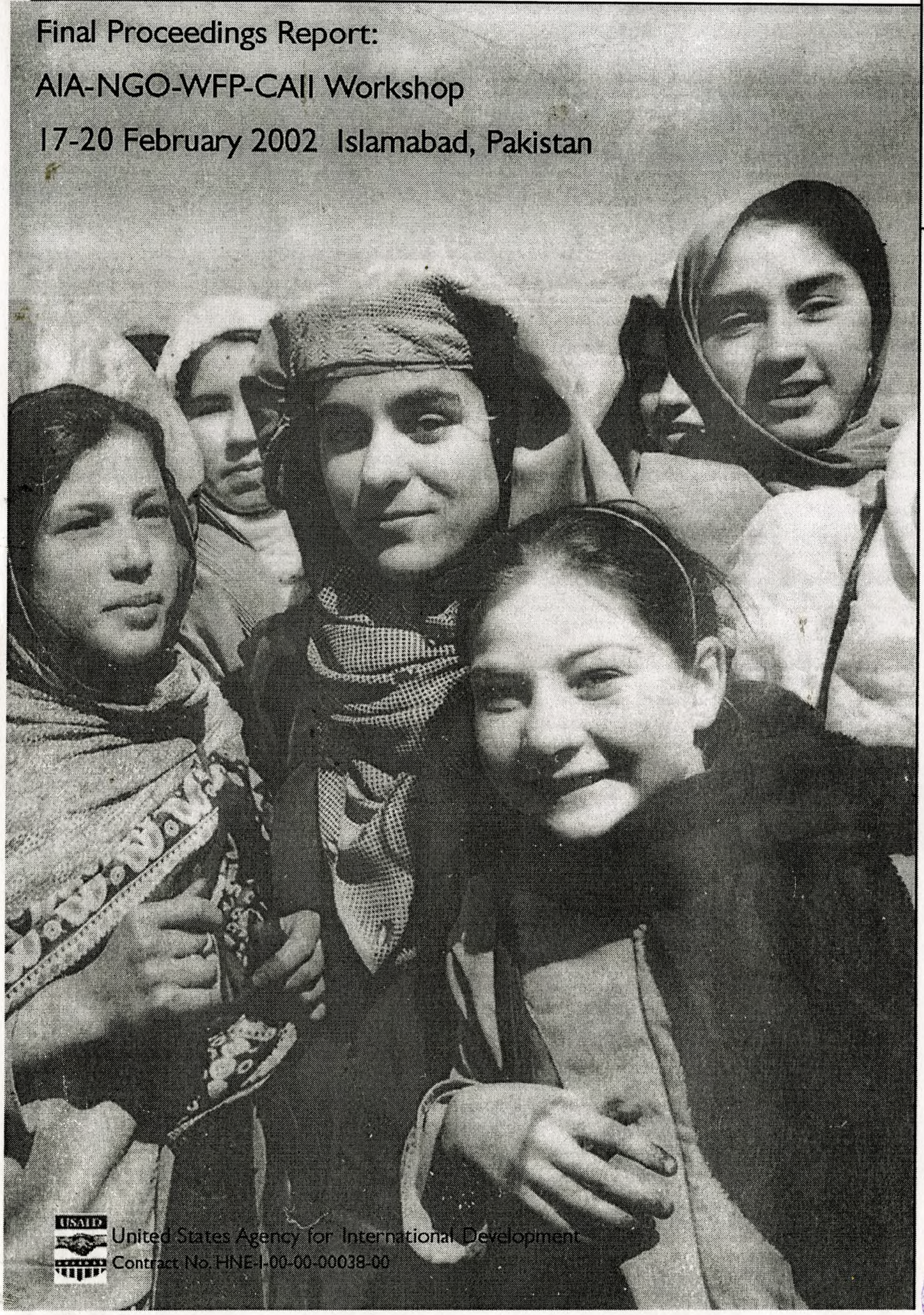
Citing current needs, the Deputy Minister stated that plans for curriculum assistance for grades 1-6 will later be discussed during the conference. He emphasized the need for materials and food-assisted education as a MoE priority. He noted that schools lack the basic materials such as paper, books, blackboards, chairs, etc to function well. He supported WFP food-assisted education since Afghans do not have bread or clothing and are poised to keep their children at home to work for food.

Food and Education in the Reconstruction of Afghanistan

Final Proceedings Report:

AIA-NGO-WFP-CAII Workshop

17-20 February 2002 Islamabad, Pakistan



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BEPS

Basic Education and Policy Support (BEPS) Activity

CREATIVE ASSOCIATES INTERNATIONAL

IN COLLABORATION WITH

CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK

FINAL PROCEEDINGS REPORT
AIA-NGO-WFP-CAII WORKSHOP

FOOD AND EDUCATION IN THE RECONSTRUCTION OF AFGHANISTAN

17-20 February 2002

Crown Plaza Hotel
Islamabad, Pakistan

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